

Evaluation Leadership Instrument Guidance

Background

The evaluation leadership measure for principals and assistant/vice principals (APs/VPs) places a special focus on effective implementation of AchieveNJ at the school level. The State Evaluation Leadership Instruments, developed with input from a number of school leaders and the Evaluation Pilot Advisory Committee (EPAC), are designed to recognize school leaders for the critical role they play in evaluation reform.

The Evaluation Leadership Instruments provide a lens to recognize the efforts of principals and APs/VPs who work diligently to lead and conduct training; organize and conduct observations, pre- and post-conferences, and other important elements of teacher practice instruments; and support development of high quality Student Growth Objectives (SGOs). Further, the instruments emphasize that school leaders must provide quality training, useful feedback, effective coaching, and thoughtful appraisal of teachers' performance to excel in their own evaluations.

The principal/AP/VP's score on the instrument represents 20 percent of the summative evaluation score in SY13-14.

The SY13-14 Evaluation Leadership Instruments

The [Principal Evaluation Leadership Instrument](#) includes the following domains and components:

Domain 1: Building Knowledge and Collaboration	Domain 2: Executing the Evaluation System Successfully
Component 1a: Preparing teachers for success	Component 2a: Fulfilling requirements of the evaluation system
Component 1b: Building collaboration	Component 2b: Providing feedback, coaching, and planning for growth
	Component 2c: Ensuring reliable, valid observation results
	Component 2d: Ensuring high-quality SGOs

The [AP/VP Evaluation Leadership Instrument](#) includes only the components shown above in Domain 2.

Using the Leadership Instruments

Districts have discretion to determine how they wish to use the Leadership Instruments to create a final 1-4 score for each principal/AP/VP. The Department is providing the following **optional step-by-step guidance** for those who wish to use it.

Step 1: Study the instrument: Each school leader should thoroughly read the instrument upon which he/she will be evaluated and discuss any questions or concern with the evaluator and/or District Evaluation Advisory Committee (DEAC).

Step 2: Identify data points and sources of evidence: In order to track a school leader's progress on the components of the Leadership Instrument, evaluators should work with their principals/APs/VPs to identify relevant data points and appropriate sources of evidence. As a guide, the instruments list the following potential sources of evidence for each component:

Component	Potential Sources of Evidence
1a: Preparing teachers for success*	<ul style="list-style-type: none"> Teacher surveys following trainings Written communication to teachers and school community Faculty meeting agendas
1b: Building collaboration*	<ul style="list-style-type: none"> ScIP meeting agendas Written communication to teachers Survey results Aggregate evaluation data Teacher team meeting agendas, logs, and other documents
2a: Fulfilling requirements of the evaluation system	<ul style="list-style-type: none"> Schedule of observations Schedule of walkthroughs Observation reports
2b: Providing feedback, coaching, and planning for growth	<ul style="list-style-type: none"> Observation reports Annual performance reports Evaluation data Student learning data List of professional development activities
2c: Ensuring reliable, valid observation results	<ul style="list-style-type: none"> Training agendas and rosters Schedule of observations and co-observations
2d: Ensuring high-quality SGOs	<ul style="list-style-type: none"> SGOs

**Components 1a and 1b apply to principals only*

Step 3: Determine when to collect and review evidence: School leaders and their evaluators should meet to decide when and how evidence will be collected and discuss progress toward the data points. For example, a principal and evaluator might decide to have two checkpoints and then a final assessment during the summative evaluation conference. A checkpoint could be planned as part of another conference related to the principal evaluation practice instrument.

Step 4: Conduct pre-determined discussion of evidence and progress: The principal/AP/VP should meet with the evaluator as determined to share evidence and receive feedback about perceived progress. An evaluator might give initial scores on each component as a means of providing feedback during periodic check-ins.

Step 5: Complete a self-reflection: Prior to the final summative evaluation conference, a principal might reflect on his or her performance in implementing the new evaluation system. This reflection could be shaped by guiding questions provided by the evaluator.

Step 6: Finalize the Leadership Instrument Score: Based on all available data, the evaluator should assign a final score and discuss it with the school leader during the summative evaluation conference.

For More Information

Please view the [AchieveNJ for Principals/APs/VPs Web Page](#) for more full details on evaluation for these educators in SY13-14. To share questions or feedback, please email educatorevaluation@doe.state.nj.us, or call the **AchieveNJ** Help Line at 609-777-3788.